Annex No. 3

Accreditation Standards for Higher Education Programs

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1. Purpose of the Educational Program, Learning Outcomes and Compliance of the Program with Them

The program has clearly formulated goals and learning outcomes that are logically connected to each other. The program goals correspond to the HEI's mission, goals and strategic plan. The program's learning outcomes are continuously evaluated for the improvement of the program. The content and coherent structure of the program ensure the achievement of the set goals and expected learning outcomes.

Educational programs grouped in a cluster are logically connected to each other, taking into account the content of the field of study, and develop in accordance with the levels of higher education.

Description	Assessment criterion	Indicator/Evidence
1.1 Program goals		
The program goals take into account the specifics of the field of study, the level and the educational program, and reflect what knowledge, skills and competences the graduate prepared by the program will have and what contribution the program makes to the development of the field and society.	The program goals: • are clearly formulated, realistic and achievable • take into account the specifics of the field of study, the level of teaching and the educational program • reflect the knowledge, skills and competences of the graduate prepared by the program • reflect the contribution the program makes to the development of the field and society • correspond to the mission, goals and strategy of the HEI/faculty/school/main educational unit and/or its structural unit • take into account local labor market requirements and the trends and needs of the international market • depending on the specifics of the field of study and/or the level of teaching of the educational program, reflect the main issues of internationalization of the program • are public and accessible • are shared by the persons involved in the program.	• Educational program • Mission, goals and strategy of the HEI/faculty/school/main educational unit and/or its structural unit • Analysis of labor market and employer requirements • Website • Interview results.
1.2 Program learning outcomes		
The program's learning outcomes are logically connected to the program goals and the specifics of the field of study. The program's learning outcomes describe the knowledge, skills and/or responsibility and autonomy that the student acquires upon completion of the program.	The program's learning outcomes: • correspond to the program goals and cover the main knowledge, skills and/or responsibility and autonomy envisaged by the content • are measurable, achievable and realistic • correspond to the relevant level of qualification, the descriptor of the detailed field and the qualification to be awarded • rely on the subject benchmarks developed on the basis of the qualifications framework (where such exist)	• Educational program/educational programs grouped in a cluster • Map of program goals and learning outcomes • Analysis of labor market and employer requirements • Document confirming participation of interested persons involved in drawing up the program's learning outcomes • Information on career development of graduates (in the case of a current program)

Description	Assessment criterion	Indicator/Evidence
	• correspond to the requirements of the employment fields of the program's graduates by profession and allow continuation of studies at the next level of education • correspond to the specifics of the field of study and the requirements of the labor market • the development of the program's learning outcomes is a collaborative process involving all interested parties (academic/scientific/invited staff, student, graduate, employer, etc.) • the learning outcomes of educational programs of different levels grouped in a cluster are consistent in terms of complexity, intricacy and content of the field of study, and develop taking into account the relevant levels • the persons involved in implementing the program ensure that the learning outcomes are made known to interested persons.	• Rate of graduates continuing studies at the next level of higher education • Results of certification/licensing/post-diploma examinations (where they exist) • Website • Interview results.
1.3 Mechanism for evaluating the program's learning outcomes		
Mechanisms for evaluating the program's learning outcomes are defined. The process of evaluating the program's learning outcomes includes defining, collecting and analyzing the data required to measure learning outcomes.	• The learning outcomes of the teaching and scientific-research component are evaluated consistently and transparently, with a periodicity characteristic of the specifics of the field • The system and periodicity of evaluating learning outcomes take into account the specifics of the field of study and level, and include adequate forms and methods of evaluation (direct and indirect evaluation methods) that make it possible to determine the achievement of the educational program's learning outcomes by students • Involvement of external stakeholders (employer, graduates, professional associations, etc.) is ensured in evaluating the program's learning outcomes • The program has target benchmarks for each learning outcome; the results of the evaluation of learning outcomes are monitored and compared with the target benchmarks • The academic/scientific and invited staff of the program are familiar with the methods of evaluating learning outcomes • The staff implementing the program receive support in developing skills in formulating, measuring and analyzing learning outcomes • The HEI ensures that the analysis of the evaluation of the program's learning outcomes is made known to interested persons.	• Learning outcomes evaluation mechanism accessible to stakeholders • Plan for evaluating the learning outcomes of the educational program/educational programs grouped in a cluster • Results and analysis of the evaluation of learning outcomes • Instruments and materials for evaluating learning outcomes (student work) • Curriculum map • Target benchmarks • Educational program • Results of surveys of graduates and employers and, where they exist, of professional associations • Interview results.
The analysis of the evaluation of the program's learning outcomes is used to improve the program.	• The analysis of the evaluation of the program's learning outcomes is used to improve the program, which means, where necessary, updating and developing the program content and/or learning outcomes and/or evaluation system and/or resources.	• Instruments and mechanisms developed for the purpose of evaluating learning outcomes • Analysis of changes made in the program as a result of the evaluation of learning outcomes (where it exists)

Description	Assessment criterion	Indicator/Evidence
		• Materials confirming discussion of the results of the evaluation of learning outcomes (minutes, etc.) • Interview results.
1.4 Structure and content of the educational program		
The program has been drawn up using the methodology for planning, developing and improving educational programs in force at the HEI. The structure of the program is coherent and logical. The content and structure ensure the achievement of the program's learning outcomes. The qualification to be awarded corresponds to the content and learning outcomes of the program.	• The program has been drawn up using the methodology for planning, developing and improving educational programs in force at the HEI • The content, volume and complexity of the program correspond to the level of teaching • The program is built in accordance with the rule established by the legislation of Georgia and the European Credit Transfer and Accumulation System (ECTS) • The content and/or structure and/or resources of the program ensure the individuality of the program • The content and structure of the program correspond to the qualification to be awarded and ensure the achievement of the program's learning outcomes • The learning outcomes of the concentration/module (where it exists) of the main field of study correspond to the learning outcomes of the program • The structure of the program is coherent; the teaching and scientific-research components included in the program (including each course/subject) are logically arranged and develop in content; the prerequisites for admission to the next component are adequate • The program takes into account the results of new research and contemporary achievements of the field • Depending on the specifics of the field of study and level of the program, the content of the program takes into account the main issues of internationalization • The development and improvement of the program is a collaborative process involving all interested parties (academic/scientific/invited staff, student, graduate, employer, etc.) • The HEI ensures that information about the program is public and accessible.	• Methodology and/or rule for planning, developing and improving educational programs • Educational program with attached syllabi • Curriculum map • Evidence of participation of interested persons involved in developing the program • Activities and components envisaged for the purpose of internationalizing the program, for example: use of foreign-language literature and scientific articles, existence of field-specific subjects in a foreign language, comparison of the structure and content of the program with similar programs abroad, involvement of foreign professors in the processes of implementing and developing the program, etc. • Website • Interview results.
1.5 Course/subject		
The content of the course/subject and the number of credits ensure the achievement of the learning outcomes defined by that course/subject. The content and learning outcomes of the courses/subjects of the main field ensure the achievement of the program's learning outcomes.	• The learning outcomes of the courses/subjects of the main field of study correspond to the program's learning outcomes • The content of each course/subject corresponds to the learning outcomes of that course/subject • The number of credits allocated to each course/subject corresponds to the content and learning outcomes of that course/subject; likewise, the ratio between contact and independent hours is adequate and takes into account the specifics	• Educational program with attached syllabi • Curriculum map • Results of the evaluation of the learning outcomes of the course/subject • Interview results.

Description	Assessment criterion	Indicator/Evidence
	of the course/subject; the number of contact hours corresponds to the content and learning outcomes of that course/subject • The achievement of each learning outcome of the course/subject is evaluated.	
The study material indicated in the syllabus ensures the achievement of the program's learning outcomes.	• The compulsory literature and other study material indicated in the syllabi correspond to the learning outcomes of the course/subject and ensure the achievement of the program's learning outcomes • The compulsory literature and other study material indicated in the syllabi correspond to the achievements of the field of study, take into account the specifics of the course/subject, and also include contemporary research in the relevant field.	• Educational program; study material/resources reflected in the attached syllabi; international electronic library databases • Interview results.

2. Teaching Methodology and Organization; Adequacy of the Evaluation of Program Attainment

The prerequisites for admission to the program, the teaching-learning methods and the evaluation of students take into account the specifics of the program's field of study, the requirements of the level and the needs of students, and ensure the achievement of the goals set by the program and the expected learning outcomes.

Description	Assessment criterion	Indicator/Evidence
2.1 Prerequisites for admission to the program		
The HEI has defined appropriate, transparent, fair, public and accessible prerequisites and procedures for admission of persons to the program, which ensure the enrollment in the program of persons with the relevant knowledge and skills for the achievement of the program's learning outcomes.	• The prerequisites for admission to the program take into account the specifics of the program and ensure the enrollment in the program of persons with the knowledge, skills and competence necessary to complete the program • The prerequisites and procedures for admission to the program comply with the legislation in force • The prerequisites for admission to the program are logically connected to the program content, learning outcomes, level of teaching, qualification to be awarded and language of instruction • Admission of students to the doctoral educational program is ensured by a commission procedure • The HEI defines a methodology for planning the number of students in the educational program, which takes into account the specifics of the program and the resources of the institution and ensures the smooth conduct of the educational process • Admission of students to the program is carried out in accordance with the methodology for planning the number of students • The prerequisites and procedures for admission to the program are fair, public and accessible.	• Educational program • Website and other means of disseminating information • Document regulating the formation and activity of the admission commission for doctoral programs • Methodology for planning the number of students in the educational program • Interview results.
2.2 Development of practical, scientific/research/creative/performance and transferable skills		
In accordance with the learning outcomes, the program ensures the development of students' practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects.	• The program, in accordance with the learning outcomes and level, ensures the development of practical skills for students, and/or the development of creative/performance skills / involvement in scientific/research projects • The practical/creative/performance component of the program is organized and planned in accordance with the program's learning outcomes and corresponds to the level of teaching • During the period of practice and/or in the case of involvement in a scientific-research/creative/performance project, the student is supervised by a qualified person of the field, who evaluates the student's activity • The contracts/memoranda concluded with practice facilities and employers and/or their annexes provide for the number of students, as well as the purpose, result and duration of the practice; the contracts/memoranda concluded with	• Information on students' involvement in scientific-research/creative/performance projects • Where they exist, scientific papers published with students as co-authors • Student conferences, exhibitions, implemented creative/performance projects, etc. • Where it exists, the practice carried out and documentation reflecting the results of the practice • Information on career development of graduates • Relevant contracts/memoranda with economic agents, employers and practice facilities

Description	Assessment criterion	Indicator/Evidence
	practice facilities and employers and/or their annexes contribute to the achievement of the learning outcomes envisaged by the program.	• Funded/ongoing/planned scientific-research projects and information confirming students' involvement • Interview results.
2.3 Teaching-learning methods		
The program is implemented using student-centered teaching-learning methods. The teaching-learning methods correspond to the level of teaching, the content of the course/subject and the learning outcomes, and ensure their achievement.	• The teaching-learning methods of each course/subject of the program correspond to the level of teaching, the content of the course/subject, the learning outcomes and the requirements of the subject benchmark (where it exists), and ensure their achievement • The teaching-learning methods ensure active involvement of students in the educational process and interaction between staff and students, as well as among students; they envisage the student's participation in the learning process with appropriate autonomy and responsibility and are aimed at the development by the student of various skills, including critical and analytical skills • The teaching-learning methods are flexible and take into account the individual needs of students. Where necessary, an individual program drawn up in accordance with the student's interests and level of academic preparation is used • In the case of international students, the academic, scientific and invited staff take into account their cultural and/or other needs when shaping teaching-learning and evaluation methods • Where necessary, the HEI ensures electronic/distance learning with teaching methods relevant to the program's field of study that do not cause a change in the program's goals and learning outcomes.	• Educational program/educational programs grouped in a cluster • Teaching-learning methods • Individual plans (where they exist) • Electronic resources available at the HEI for implementing the program • Interview results.
2.4 Evaluation of students		
The evaluation of students is carried out according to established procedures, is transparent, reliable and in compliance with legislation.	• The evaluation of students is carried out in accordance with established procedures, is applied fairly to all students, and is transparent, reliable and in compliance with legislation • The evaluation components and methods of each course/subject take into account the specifics of the course/subject, correspond to the learning outcomes of that course/subject and ensure the evaluation of the achievement of learning outcomes; the master's educational program provides for transparent and fair procedures for defending and evaluating the thesis, based on collegial evaluation by a commission procedure • The evaluation components, methods and criteria are transparent, accessible and known to students in advance • Students receive feedback on learning outcomes, as well as on their own strengths and the aspects to be improved in order to improve results	• Document regulating the evaluation system • Evaluation methods and criteria reflected in the syllabi attached to the educational program • Electronic system/portal for student evaluation • Rule regulating the evaluation and defense of doctoral/master's/research papers • Document regulating the formation and activity of the dissertation commission, composition of the commission • Procedure for appealing evaluation results • Changes made on the basis of analysis of evaluation results

Description	Assessment criterion	Indicator/Evidence
	• The doctoral educational program provides for periodic developmental evaluation of the doctoral student's progress by his or her scientific supervisor • Defense of dissertations takes place in accordance with the procedures for evaluating and defending dissertations existing at the HEI, by a commission procedure • Participation of an external evaluator(s) is ensured in the evaluation of the dissertation • The defense of the dissertation is public • The requirements of academic style for the performance of the work are known to students in advance and are taken into account when evaluating students' work • When evaluating students, the mechanisms existing at the HEI for academic and research ethics, academic integrity, and the prevention, detection and response to plagiarism are applied • Appeal of student evaluation results is ensured, and is known to students in advance • The process of appealing a student's evaluation is transparent and objective. The appeal process may envisage review of the evaluation results and the making of a decision by another evaluator(s) • The results of evaluation are analyzed and used to improve the teaching process • Where necessary, the HEI ensures the evaluation of students using an electronic/distance method, taking into account the specifics and content of the component • The HEI, including during electronic/distance learning, ensures monitoring of the reliability and validity of student evaluations.	• Rule/methodological guide for performing work in compliance with academic style • Mechanism for the prevention, detection and response to plagiarism • Ethical norms of scientific-research activity • Website • Interview results.

3. Student Achievements and Individual Work with Them

The program ensures the creation of a student-centered environment by offering appropriate services; promotes maximum informing of students, carries out diverse events and promotes students' involvement in local and/or international projects; for master's and doctoral students, scientific supervision of appropriate quality is ensured.

Description	Assessment criterion	Indicator/Evidence
3.1 Counselling and support services for students		
The student receives consultation and support on planning the study process, improving academic achievements and career development from the persons involved in the program and/or the structural units of the institution. The student also has the opportunity to make his or her study process diverse, and receives relevant information and recommendations about this from the persons involved in the program.	• The student receives appropriate consultation on planning the study process, improving academic achievements and employment, and support related to career development. The staff of the institution, including persons involved in the program and/or structural units of the institution, ensure the provision of appropriate information to students about the consultations available at the HEI • The HEI ensures the integration of students, and of international students where they exist, in the internal university space • Within the program, students have the opportunity to participate in local and international projects, events, performance-creative activities, conferences and research appropriate to the level, and also to use international mobility • Students are informed about various local and international projects and events that correspond to their study and research goals • Academic/scientific/invited/administrative or other staff provide consultations to students on the study process and also on various events planned within the program.	• Planned and implemented consultation services • Workload, functions and duties, and job descriptions of persons involved in consultation services (academic/scientific/invited/administrative/support staff involved in the program, faculty/school coordinator, tutor or other) • Documents/information on students' involvement in local and international activities • Website • Interview results.
3.2 Supervision of master's and doctoral students		
The scientific supervisor appropriately supports master's and doctoral students for the successful implementation of the scientific-research component. The ratio of students to supervisors in the master's and doctoral program ensures that scientific supervision is carried out appropriately.	• The HEI has developed documents regulating the appointment and replacement, rights and duties of the master's/doctoral student's supervisor and, where one exists, co-supervisor, and the process of supervision/co-supervision • The supervisor has regular consultations with master's/doctoral students. The number of consultations corresponds to the specifics of the program and the research topic. The supervisor consults the student in the research process on the following issues: research design and project management, research methodology, professional development, the process of writing the thesis/scientific-research paper/dissertation, the process of integration into the local and international scientific network, the process of participating in local and international scientific events and presenting results, publishing scientific articles in a refereed journal, participation in scientific grant competitions, and others • The co-supervisor (where one exists) supports the master's/doctoral student in the process of implementing the scientific-research component, by agreement with the supervisor and the master's/doctoral student	• Form of contract of supervisor/co-supervisor of master's and doctoral students and/or document defining the appointment and replacement, rights and duties of the supervisor • Consultations held • Methodology for determining the number of supervisors and master's/doctoral students in the master's/doctoral program • Ratio of supervisors to master's/doctoral students with active status • Mechanisms for evaluating the quality of activity of the supervisor/co-supervisor and evaluation results • Public information on supervisors' research interests and publications • Interview results.

Description	Assessment criterion	Indicator/Evidence
	• The HEI has developed, for the master's and doctoral program, a methodology for determining the ratio of master's/doctoral thesis supervisors to master's/doctoral students, which ensures effective conduct of supervision • The HEI has developed mechanisms for evaluating the quality of activity of supervisors/co-supervisors of master's and doctoral theses, which ensure effective implementation and development of the supervision/co-supervision process.	

4. Provision of Teaching Resources

The human, material, informational and financial resources of the educational program/educational programs grouped in a cluster ensure the sustainable, stable, effective and efficient functioning of the program and the achievement of the defined goals.

Description	Assessment criterion	Indicator/Evidence
4.1 Human resources		
The program is implemented by persons with the relevant qualification who have the competence necessary for achieving the learning outcomes envisaged by the program.	• The persons implementing the program are involved in the program in accordance with legislation and the internal regulations of the HEI. The qualification of the staff corresponds to their qualification requirements, functions and the legislation in force • The qualification of academic/scientific staff is confirmed by scientific work performed during the last 5 years (monograph, textbook, scientific paper published in a refereed journal, etc.; in the arts fields – creative/performance project) and/or by a practical project that confirms their competence in the relevant field • The qualification of invited staff, or a teacher, is confirmed by possessing the knowledge, experience and competence necessary for achieving the learning outcomes envisaged by the program.	• Qualification requirements of staff • Personal files of staff • Competition materials • Information on publications in refereed journals, including international refereed journals / creative/performance projects • Interview results.
The number and workload of the academic/scientific and invited staff implementing the program ensure that the study process defined by the educational program is conducted appropriately and that research/creative/performance activities and other functions assigned to them are duly performed. The quantitative indicators related to academic/scientific/invited staff ensure the sustainability of the program.	• The program has a semester-updated workload scheme for academic/scientific and invited staff, which includes teaching and/or scientific-research and other workload arising from the functions and duties assigned to them (when evaluating this standard, the workload of academic/scientific/invited staff in all HEIs where they are employed must be taken into account) • The full workload of academic/scientific and invited staff, including affiliated academic staff, including workload on educational programs grouped in a cluster, ensures the smooth implementation of the educational program and the due performance of the functions assigned to the staff implementing the educational program • The workload of academic/scientific/invited staff takes into account the hours allocated for consultations with students • The number of academic/scientific/invited staff is adequate in relation to the number of students • The balance between academic staff, including affiliated academic staff, and invited staff ensures the sustainability of the program • The number of master's/doctoral students corresponds to the workload of their supervisors • The staff turnover rate of academic/scientific/invited staff ensures the sustainability of the program • The HEI ensures the study, analysis and use of the results of the quantitative indicators of educational programs, including staff turnover indicators of	• Workload scheme of academic/scientific/invited staff (including affiliated academic staff, and also supervisors of master's and doctoral students), which takes into account the person's workload in other HEIs • Methodology for determining the number of academic, scientific and invited staff of the program • Number of academic/scientific/invited staff in relation to the number of students enrolled in the program/programs • Ratio of academic and scientific staff to invited staff • Ratio of affiliated academic staff involved in the teaching/scientific components leading to the qualification awarded by the program to the number of students • Turnover rate of academic/scientific/invited staff (in the case of a current program) and analysis of results • Information on staff reflected in the higher education management information system • Interview results.

Description	Assessment criterion	Indicator/Evidence
	academic/scientific/invited staff, to improve the quality of sustainability of the program.	
The program head has the knowledge and experience necessary for developing the program, as well as the appropriate competence in the program's field of study, and is directly involved in implementing the program.	• The program head has the knowledge and experience necessary for developing the program in accordance with the level of the program; his or her competence is confirmed by education relevant to the field, practical experience and/or scientific work • The program head participates in the evaluation and development of the program, and is involved in implementing the program, consulting students, and various events planned within the program.	• Functions and personal file of the program head • Interview results.
The program's students are provided by the HEI with administrative and support staff of an appropriate number and relevant competence.	• The program's students are provided by the HEI with administrative and support staff of an appropriate number and relevant competence • The qualification of administrative and support staff corresponds to the functions they perform.	• Number of administrative and support staff • Job description document of administrative and support staff • Interview results.
4.2 Qualification of the supervisor of a master's and doctoral student		
The master's and doctoral student has a qualified supervisor/supervisors and, where necessary, a co-supervisor/co-supervisors, who have the relevant scientific-research experience in the field of research.	• The HEI has developed transparent qualification requirements for the scientific supervisor/co-supervisor, which correspond to the requirements of the master's/doctoral level and respond to the specifics of the program and best international practice • Depending on the specifics and development of the field, the scientific supervisor of each master's/doctoral student is equipped with the latest knowledge, has actively participated in scientific research and has published scientific works (in the arts fields – creative/performance project), which correspond to the general theme and direction of the master's/doctoral student's master's/dissertation work • Depending on the specifics and development of the field, the scientific co-supervisor of each master's/doctoral student, where one exists, is equipped with the latest knowledge, has actively participated in scientific research (in the arts fields – creative/performance project) or has relevant professional experience, which corresponds to the general theme and direction of the master's/doctoral student's master's/dissertation work.	• Personal files of supervisors and co-supervisors of master's and doctoral students and documents confirming the research they have carried out • Publications of supervisors in international refereed journals / creative/performance projects, monographs published in international editions • Publications of the co-supervisor in international refereed journals / creative/performance projects or professional experience • Interview results.
4.3 Professional development of academic, scientific and invited staff		
The institution regularly evaluates the staff involved in the program and analyzes the results.	• The HEI regularly conducts, analyzes and actively uses the results of the evaluation of, and satisfaction surveys of, the staff involved in implementing the program • The evaluation of academic, scientific and invited staff includes the evaluation of their teaching and research, as well as performance/creative activity • The evaluation results are used for the professional development of academic, scientific and invited staff	• Results of evaluation of, and satisfaction surveys on, staff activity (quality of teaching and research, international mobility rate, etc.) and their use in staff management and development • Interview results.

Description	Assessment criterion	Indicator/Evidence
	• The evaluation results are taken into account when using staff promotion and incentive mechanisms.	
The HEI cares about the professional development of academic, scientific and invited staff and also supports their implementation of scientific/research activity.	• Various events are carried out for the professional development of academic and scientific staff, including program heads and supervisors of master's and doctoral students, and also, where necessary, invited staff • Necessary conditions (material, financial resources, etc.) have been created at the HEI to facilitate the implementation of scientific/research/performance-creative activity by academic, scientific and/or invited staff • The HEI facilitates the participation of academic and scientific staff involved in the program, including supervisors of master's/doctoral students, in international projects, research and conferences • Where necessary, the HEI ensures retraining of the staff implementing the program for the effective use of electronic/distance teaching-learning/evaluation methods.	• Events planned/implemented by the HEI for the development of academic, scientific and invited staff (trainings, work trips, qualification-raising courses, conferences, exchange, international and/or local projects serving the development of professional skills and/or the ability to use teaching/electronic/distance teaching-learning/evaluation methods) • Mechanisms facilitating scientific and research activity • Indicator of staff involvement in international and/or scientific/research projects, conferences, research and events organized by the HEI • Documentation confirming international cooperation (international research, works published with affiliation to the HEI, international mobility indicator, exchange and/or joint programs, bilateral agreements, memoranda, etc.) • Interview results.
4.4 Material resources		
The program is provided with the necessary infrastructure, informational resources relevant to the field of study, and technical equipment that are required for achieving the learning outcomes envisaged by the educational program.	• The program/educational programs grouped in a cluster are provided with library, material, laboratory, informational and digital resources which, quantitatively and qualitatively, ensure the achievement of the goals and learning outcomes of the program/educational programs grouped in a cluster • The HEI takes care to update the library, material, informational and digital resources of the program • The compulsory literature and other study material defined by the syllabi (including that on electronic carriers) are placed in the library and ensure the achievement of the educational program's learning outcomes • Contemporary scientific periodicals, digital resources and international electronic library databases are available to students, enabling them to become familiar with contemporary scientific data of the relevant field in order to achieve the program's learning outcomes • Material, laboratory, informational and digital resources are freely available to students and staff • Students are informed about the possibility of using the existing resources and about the rules of use	• Library, material, informational and digital resources and documents confirming their ownership/purchase of license • Ratio of technical equipment to the number of students • Access to international electronic library databases and a document confirming it • Conformity of the library book fund with the main literature indicated in the educational programs • Indicators of use of access to international electronic library databases • Interview results.

Description	Assessment criterion	Indicator/Evidence
	• When electronic/distance teaching-learning/evaluation methods are used in the educational process, the HEI ensures that the staff and students involved in the program are provided with the relevant resources.	
4.5 Budget of the program/faculty/school and financial sustainability of the program		
The allocation of financial resources envisaged by the budget of the program/faculty/school is economically achievable and corresponds to the needs of the program.	• The budget of the educational program/educational programs grouped in a cluster/faculty/school specifies the HEI's support for the program. The allocation of financial resources envisaged by the budget for the program is economically achievable and ensures the sustainability of the program • The budget sets out the sources of financial support for the program, both periodic and one-off.	• Sources of funding of the educational program • Budget of the HEI • Budget of the educational program/educational programs grouped in a cluster/faculty/school • Interview results.

5. Opportunities for Developing Teaching Quality

For the purpose of developing teaching quality, the program uses internal and external quality evaluations, and carries out periodic monitoring and evaluation of the program. It collects and analyzes relevant information for making and developing appropriate decisions.

Description	Assessment criterion	Indicator/Evidence
5.1 Internal quality evaluation		
The staff involved in the program cooperate with the internal quality assurance service/staff in planning the process of evaluating the quality of the program, developing evaluation instruments and carrying out the evaluation, and use the results of the quality evaluation to improve the program.	• The staff involved in the program cooperate with the internal quality assurance service in planning the process of evaluating the quality of the program, developing evaluation instruments and carrying out the evaluation • The staff involved in the program take the results of the quality evaluation into account when making decisions related to the program • Drawing up the self-evaluation report of the program/educational programs grouped in a cluster is a collaborative process involving academic staff, scientific staff, students, graduates and, where necessary, invited staff, employer and administrative staff • The internal quality service, together with the staff involved in the program, takes care to eliminate the shortcomings identified while working on the self-evaluation report • The quality assurance of the program is based on the principle "plan, do, check, act" • For the purpose of monitoring and evaluating the study process carried out electronically/remotely, the HEI ensures the adaptation and proper introduction of internal quality assurance mechanisms.	• Results of the evaluation carried out by internal quality (both of the HEI and of the faculty/school) and changes made in the program • Statistical data related to the program/educational programs grouped in a cluster (student profiles, student progression, rate of suspension and termination of status, student satisfaction with their program, information on graduates' career development, etc.) • Activities and changes carried out to eliminate the aspects for improvement identified as a result of working on the self-evaluation report • Results of student surveys conducted by the HEI • Methodology for evaluating the study process carried out electronically/remotely; interview results.
5.2 External quality evaluation		
The program regularly uses the results of external quality evaluation.	• The program regularly uses external quality evaluation mechanisms and ensures the use of the results for improving the program • The HEI reviews and takes into account the recommendations received during accreditation/authorization (national and/or international) • Where necessary, the program uses developmental peer review (by local and/or international colleagues employed at other HEIs/scientific-research institutes) for the purpose of improving the program/research environment.	• Results of external quality evaluation • Developmental peer review • Changes made as a result of external quality evaluation • Interview results.
5.3 Program monitoring and periodic evaluation		
Program monitoring and periodic evaluation are carried out through systematic collection, processing and analysis of information with the involvement of academic, scientific, invited, administrative and support	• Program monitoring and periodic evaluation are carried out through systematic collection, processing and analysis of information with the involvement of academic, scientific, invited, administrative and support staff, students, graduates, employers and other interested parties	• Results of program monitoring and periodic evaluation and a document confirming use of these results • Where it exists, the conclusion of collegial evaluation and changes made as a result of the recommendations presented in the conclusion

Description	Assessment criterion	Indicator/Evidence
staff, students, graduates, employers and other interested parties. The evaluation results are used to improve the program.	• On the basis of analysis of the evaluation results, the program and/or the evaluation system is modified/adapted in order to ensure its renewal • Where necessary, collegial, developmental evaluation of academic, scientific and invited staff is carried out, with the periodicity planned through a form defined in advance within the program, which includes, among other things, attendance at a lecture by a person invited from the same program, from another program of the same HEI, or from another HEI • For the purpose of refinement and improvement, at the end of each main course/subject, students evaluate that course/subject (through questionnaires or otherwise) • Master's/doctoral program students evaluate the implementation of the scientific-research component, as well as of scientific supervision • The program is periodically compared with similar programs of foreign universities. To bring the program into compliance with contemporary requirements, best international practice is used • Using complex indicators of monitoring and program results, the effectiveness of the program is evaluated and, where necessary, the program is modified and improved.	• Results of evaluation of teaching of academic/scientific/invited staff • Activities and changes carried out for the purpose of evaluating the course/subject and also developing the scientific-research component • Results of student surveys conducted by the HEI • Interview results.